



GOODMAYES PRIMARY SCHOOL

POSITIVE HANDLING POLICY

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| Agreed by Governors: | Autumn Term 2022 |
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| Review date: | Autumn Term 2024 |
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Positive Handling Policy

To be used in conjunction with the Behaviour Policy, Anti-Bullying Policy, Staff Code of Conduct, Whistleblowing Policy, School's Complaints Procedure

Introduction

This policy has been prepared for the support of all teaching and support staff who come into contact with pupils who may need to be positively handled. This policy should be read in conjunction with other school policies relating to interaction between adults and pupils, specifically the school's Behaviour Policy.

The application of any form of positive handling places staff and children in a vulnerable situation. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for positive handling. Positive handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Underpinning Values

Everyone attending or working at Goodmayes Primary School has the right to:

- a recognition of their unique identity
- be treated with respect and dignity
- learn and work in a safe environment
- be protected from harm, violence, assault and acts of verbal abuse

Pupils attending this school and their parents have a right to:

- individual consideration of pupils' needs by staff that have responsibility for their care and protection
- expect staff to undertake duties and responsibilities in accordance with the school's policies
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in the school
- be informed about the school's Complaints Procedure

The school will ensure that all pupils understand the need for and respond to clearly defined limits which govern behaviour in the school.

Parents should have committed themselves, through the Home-School Agreement, to work in partnership with the school to ensure that the child understands and follows the School's Behaviour Policy.

Legal Framework

- Section 93 of the Education and Inspections Act 2006 enables staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:
- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);

- Causing personal injury to, or damage to property of any person (including the pupil him/herself); prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
- DfE “Use of Reasonable Force in Schools” 2013
- DfE “Working Together to Safeguard Children” 2018 (updated July 2022)
- DfE “Keeping Children Safe in Education” 2022

Definitions of contact

- (a) **Physical Contact:** Situations in which proper physical contact takes place between staff and pupils, e.g. in games/ PE or to comfort pupils.
- (b) **Physical Intervention:** This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.
- (c) **Positive Handling:** This will involve the use of reasonable force when there is a risk to pupils, staff or property or if good order is being seriously prejudiced.
- (d) **Positive handling will be limited to emergency situations and used only as a measure of last resort. Where positive handling is required, we will abide by the following guidance:**
- Initial intervention will always be without force;
 - Any physical intervention will follow other appropriate actions;
 - Staff will take a calm and measured approach in all situations.

Training

Members of staff teaching, supporting or supervising pupils presenting challenging behaviour will receive training on Positive Handling. All members of staff have a duty of care towards pupils and are therefore expected to take appropriate actions to safeguard pupils from harming themselves or others.

Strategies for Dealing with Challenging Behaviour

All challenging behaviour will be addressed using the guidelines set out in the Behaviour Policy. Should an incident requiring further intervention be needed, then staff will use *reasonable* physical intervention, using the minimum degree of contact to prevent a child harming him or herself, others or property. The form of physical intervention may involve staff doing the following:

- physically interposing themselves between pupils
- blocking a pupil’s path
- escorting a pupil
- shepherding a pupil away

Recording

- (a) Where positive handling has been used, the incident is to be recorded on CPOMS, a positive handling record form completed and a behaviour plan put in place (see Appendix 1 and 2). These documents are to be uploaded onto CPOMS. The Headteacher will be informed of all incidences where Positive Handling is used.
- (b) The Headteacher/Deputy Headteacher will review records of the use of positive handling and reasonable force on a termly basis, in order to analyse the frequency of occurrence and determine what further

measures could be taken to prevent these situations from reoccurring.

Complaints

Any complaints about staff will be dealt with under the school's Complaints Procedure.

Monitoring and Review

This policy will be reviewed in the Autumn Term 2024, or sooner if necessary, by the Senior Leadership Team and the Governing Board, who will consider any necessary changes and communicate the findings of the review to staff.



Goodmayes Primary School

APPENDIX 1

Behaviour Risk Assessment

Proforma for assessing and managing foreseeable risks for children who present challenging behaviours

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|------------------------|--|
| Name of child | |
| Class group | |
| Name of teacher | |

| Identification of Risk | |
|---|--|
| Describe the foreseeable risk | |
| Is the risk potential or actual | |
| List who is affected by the risk | |
| Assessment of Risk | |
| In which situations does the risk usually occur? | |
| How likely is it that the risk will arise? [highly unlikely /unlikely /likely] | |
| If the risk arises, who is likely to be injured or hurt? | |
| What kinds of injuries or harm are likely to occur? | |
| How serious are the adverse outcomes? [slightly harmful /harmful /extremely harmful] | |
| Risk rating (see table below) [likelihood x severity] | |

| Risk Reduction Options | | | |
|---|-------------------------|-----------------|------------------|
| Measures | Possible Options | Benefits | Drawbacks |
| Proactive interventions to prevent risk | | | |
| Early interventions to manage risk | | | |
| Reactive interventions to respond to adverse outcomes | | | |

Examples for the above include:

- Eliciting pupil view in planning and review
- Providing regular feedback and pastoral support to pupil
- Involving parent/carer in decision-making and planning
- Involving outside agencies (e.g. EP, EWO, Social Services)
- Establishing an individual plan
- Providing regular supervision to staff working with the pupil
- Adapting curriculum arrangements to reflect challenge, choice and structure levels which are appropriate to the pupil's assessed needs
- Adapting group arrangements to promote positive peer models and minimise inappropriate contact
- Arranging furniture and other equipment to minimise movement and frustration
- Providing frequent rest or change of activity opportunities
- Establishing a positive teaching programme to increase the pupil's range of appropriate skills
- Providing a range of rewards which the pupil can earn by demonstrating the skills defined in the teaching programme, and through other appropriate behaviour
- Identifying the message communicated by the pupil's behaviour
- Agreeing key reactive strategies for handling incidents of challenging behaviour with all staff likely to be in contact with the pupil, and ensuring that these plans are shared with parents
- Assistance in the use of an agreed strategy such as a particular communication symbol, or an exit card (specify)
- Physical intervention (specify the planned technique)

Communication - School Risk Management Strategy

| Plans and strategies shared with: | Communication method | Date actioned |
|-----------------------------------|----------------------|---------------|
| | | |

Staff Training Issues

| Identified training needs | Training provided to meet needs | Date training completed |
|---------------------------|---------------------------------|-------------------------|
| | | |

Evaluation of Behaviour Management Plan & School Risk Management Strategy

| Measures set out | Effectiveness in supporting the child | Impact on risk |
|---|---------------------------------------|----------------|
| Proactive interventions to prevent risks | | |
| Early interventions to manage risks | | |
| Reactive interventions to respond to adverse outcomes | | |
| Any actions for the future: | | |
| | | |

* Risk rating table

| RISK RATING | Slightly harmful | Harmful | Extremely harmful |
|------------------------|------------------|-------------|-------------------|
| Highly Unlikely | Trivial | Tolerable | Moderate |
| Unlikely | Tolerable | Moderate | Substantial |
| Likely | Moderate | Substantial | Intolerable |



APPENDIX 2 (A copy to be saved in the Positive Handling Folder on the Shared Drive)

**GOODMAYES PRIMARY SCHOOL
POSITIVE HANDLING RECORD FORM (RPI)**

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| Details of pupil on whom positive handling was used – name, class and any SEN, disability or other vulnerability |
| Date, time and location of incident |
| Description of incident by the staff involved, including any attempts to de-escalate and warnings given that positive handling might be used |
| Reason for using positive handling and description of force used |
| Any injury suffered by staff or pupils and any first aid and/or medical attention required |
| Follow-up, including post-incident support and any disciplinary action against pupils |
| Any information and incident shared with staff involved in it and external agencies |
| When and how those with parental responsibility were informed about the incident and any views they have expressed |
| Has any complaint been lodged (details should not be recorded)? Y/N |
| Names of staff involved (directly or as witnesses) |
| Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons – remove these names on any reports to parents/carers |

| | |
|---------------------|--|
| Report compiled by: | |
| Role: | |
| Date: | |

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| Report countersigned by: | |
| Role: | |
| Date: | |

- The member of staff involved in the incident should compile the record. The member of staff with lead responsibility for inclusion checks the record and provides the member of staff with a copy of the final version.
- If there is an injury to the pupil or member of staff, the online accident report form must be completed on Medical Tracker.